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Grade Level Addition Application Submission
Fourth Grade

April 1, 2019

Introduction to the School

Name of school: Arrow Academy of Excellence

Website: www.arrowacademyofexcellence.org

Type of charter: Public Charter School

Year school opened: 2013

Age of school: 6 years

School hours: 8:00 am to 3:00 pm

Grade level(s) served: K-3

Current enrollment: 76 students

Number of instructional days per school year: 180

Name of Board President: Barbara Conway

Board President email address: barbc74@bellsouth.net

Board President phone number: 901-504-0694

Name of School Leader: Dr. Andrea Mayfield

School Leader email address: Mayfield.andrea@aaemail.org

School Leader phone number: 901-207-1891

A. Provide the current mission statement for Arrow Academy of Excellence

Arrow Academy of Excellence provides a nurturing learning environment where academic and personal excellence promote the development of literacy, numeracy, and social skills that help build a foundation for a successful future.

B. Describe the vision and goals of the proposed grade level and how the new grade will help achieve the school's mission. Specific measurable academic goals for the new grade level must be included.

Our Vision: We envision Arrow Academy as a microcosm of an ideal city, where imagination, creativity, empathy, self-direction, and collaboration thrive among our students. Our motto is "Always ready to learn". We use the acronym AAE as synonymous to "Achieving Academic Excellence".

The content of the fourth-grade curricula will push students to think, analyze, and learn in more sophisticated and structured ways. Students will be taught to deeply think about and make connections in what they read and learn; write with clarity, flow, and structure essays; and learn more complex concepts across all subjects. In addition, fourth graders will be encouraged to be more independent in their learning, depending less on the teacher's guidance and researching, planning, and revising their work more by themselves. These elements will help Arrow Academy of Excellence to achieve its mission.

Academic Goals for the school as stated in the charter:

- Align the school's academic goals to SCS's Destination 2025 goals.
- Improve student learning by increasing the capacity of teachers and staff to promote student mastery of the standards, specifically those skills in foundational literacy and mathematics.
- Support teachers in maximizing the instructional time already scheduled to focus on literacy and math proficiency.
- Collaborate with parents and community members to leverage efforts that impact student achievement.
- Provide teachers the professional development opportunities to increase their skillset in literacy and mathematics.

Specific measurable academic goals

By May 2020, students in the following subgroups will demonstrate growth in Number and Operations; Operations and Algebraic Thinking; Measurements and Data; and Geometry as measure by the NWEA Map Assessment.

Subgroups were decided based upon the NWEA MAP class report which breaks students into the following categories based on their growth on the TN Academic Standards for Mathematics and Reading: Lo, LoAvg, Avg, HiAvg, Hi.

NWEA MAP Mathematics

- Subgroup (A) Students who scored in the "Lo" category on the winter benchmark and/or scored in the percentile < 21 will increase their score by 15%.
- Subgroup (B) Students who scored in the "LoAvg" category on the winter benchmark and scored in the percentile 21-40 will increase scores by 15%.
- Subgroup (C): Students who scored in the "Avg" category on the winter benchmark and scored in the percentile 41-60 will maintain or increase scores by 20%.
- Subgroup (D): Students who scored in the "Hi" category "HiAvg" category on the winter benchmark and scored in the percentile > 80 will maintain or increase scores by 5%.

NWEA MAP Reading

- Subgroup (A) Students who scored in the "Lo" category on the winter benchmark and/or scored in the percentile < 21 will increase their score by 15%.
- Subgroup (B) Students who scored in the "LoAvg" category on the winter benchmark and scored in the percentile 21-40 will increase scores by 20%.
- Subgroup (C): Students who scored in the "Avg" category on the winter benchmark and scored in the percentile 41-60 will maintain or increase scores by 10%.
- Subgroup (D): Students who scored in the "Hi" category "HiAvg" category on the winter benchmark and scored in the percentile > 80 maintain or will increase scores by 5%.

Science and Social Studies: Specific Academic goals for these areas will be set once they become TNReady tested areas that generate scores. Student success of academic content will be measure by progress reports and nine weeks report cards.

80% of students will obtain a grade of C or higher in Science and Social Studies as measured by weekly quizzes and chapter tests by the end of the year in May 2020.

C. Provide a rationale for the addition of the new grade level.

AAE currently serves students from kindergarten to third grade. Adding fourth grade will help to support teachers and staff members in building longer-term connections with their students, which can enhance the school's learning environment. More emphasis could be given to the fundamentals for students in the K-4 school; the teacher would be with the pupil for the entire day or most of it and thus could provide better and more continuous instruction and guidance. The continuity offered in adding the fourth grade helps support optimal emotional and social outcomes, which may contribute to improvements in academic achievement. We believe that students placed in relatively small cohort groups for long spans of time (K-4) tend to experience more desirable educational outcomes. Grade continuity in the same school environment may have a positive impact on student discipline. Older students will also have the opportunity to serve in leadership roles, providing an important opportunity for developing vital personal and social skills.

Students will feel more connected with teachers and staff due to the consistency of being at the school longer. Teachers will have a greater sense of efficacy, job satisfaction, and connection with parents, as we continue to build a coherent educational program, increase a variety of instructional approaches that may be specific for older students, and engage students in peer critique and analysis.

The home-school cooperation will be strengthened since parents would have an additional year to develop relationships and attachment to the school, the staff, and the administration. Staff, administration and students would get to know each other very well. Also, parents with more

than one child enrolled will be more likely to remain connected to the school and enroll other siblings at the school. We have experienced parents transferring siblings once their child completes third grade. We know that this is a convenience factor for the parent and is not a reflection on the educational quality we provide. We would love to keep all of our siblings together until they enroll in middle school.

Arrow Academy is centrally located in reference to the University of Memphis, local businesses, and the Orange Mound Community Center and the Davis Community Center. Having the addition of the fourth grade will meet the needs of the Orange Mound Community and offer a great educational option for parents who work in the area.

D. Describe the curriculum (all subject areas) that will be used for the proposed new grade level.

Arrow Academy of Excellence Charter School has worked to build a curriculum that is driven by the standards and facilitated by educators who expect excellence in learning from every student that enters our doors. Our educators use the Tennessee State Academic Standards to drive their instruction. The use of curriculum mapping allows our educators to ensure that all standards are covered over the course of a school year. The gradual release model of instruction (I do, we do, you do) is used in the planning and execution of all lessons. Arrow Academy of Excellence uses a variety of instructional materials to educate our students. We would like to ensure the continuity of learning for our 4th graders by utilizing the same instructional series we are currently using with our kindergarten through third grade. The students at Arrow Academy also receive weekly instruction in music, library skills, character education, and healthy living.

English Language Arts

The current student body uses the Houghton Mifflin Harcourt Journeys (Common Core version) reading series. We have chosen this reading series for our upcoming 4th graders because of the alignment of skills to the Tennessee Academic State Standards. This will give the continuity of learning that we desire for our students. According to the Tennessee English Language Arts standards introduction, there are three instructional shifts that include regular practice with complex text and its academic vocabulary, reading and writing grounded in evidence from literary and informational text, and building knowledge through content rich literary and informational text. The Journeys reading series will accomplish all three of these goals due to the comprehensive structure of the series.

The State of Tennessee expects fourth grade students to regularly practice with complex text and its academic vocabulary. It is also expected that knowledge should be built through content rich literary and information text. Our upcoming fourth grade students, through the Journeys reading series, will read a balanced amount of fiction and informational text that are rich in content and complexity. Each Journeys lesson has an anchor text that allow students have three opportunities to interact with the story. It also includes an additional text that has a cross-curricular connection to the anchor story. The Journeys reading series allows students multiple opportunities to practice citing text evidence through reading comprehension and writing exercises. Students will be asked text dependent questions in whole group instruction and complete text dependent tasks each week.

Our fourth graders will have an opportunity to work with academic vocabulary through the Journeys series. There is weekly instruction of general academic and domain-specific vocabulary that aligns with the anchor text. Students will learn academic vocabulary words that are challenging, found in various texts, and they can have more than one meaning. Students will also work with domain-specific vocabulary words that are connected to a specific content area.

Another instructional shift the State of Tennessee expect fourth grade students to achieve is to be able to read and write using evidence from literary and informational text. We are aware that students cannot become effective writers without an understanding of grammar and spelling skills. The Journeys reading series provides daily grammar and spelling lessons. These lessons are in addition to the daily vocabulary lessons that will be taught. Our fourth graders will receive, though the Journeys series, focused writing instruction with each unit of study. The writing process is taught in each lesson using the writing traits. The fourth grade Journeys series allows students to practice writing in each lesson. According to the Journeys brochure, students have the opportunity to write a story, explain a statement, or support a claim in each lesson. The use of the anchor text allows students to gain evidence to support their writing. There is also an opportunity for students to complete comparison writing activities using the anchor text and the secondary text. Students will complete a performance task at the end of each unit to give students the opportunity to practice research skills in writing along with demonstrating an understanding of the writing process.

Mathematics

The State of Tennessee desires that all students be mathematically proficient by focusing on a balanced development of conceptual understanding, procedural fluency, and application. This balance should allow students to gain understanding and critical thinking skills that are necessary college and career readiness. Arrow Academy of Excellence is currently implementing these strategies with our kindergarten through third grade students. The addition of fourth grade will allow our current students to have the opportunity of continuity of learning and give new students the opportunity to engage in the growth towards math proficiency.

The current student body is using Great Minds Eureka Math series for daily math instruction. We have chosen this math series for our upcoming 4th graders because of the full alignment of skills to the Tennessee State Standards.

This will give the continuity of learning that we desire for our students. Eureka Math will allow our fourth graders to gain conceptual understanding, procedural fluency, and application skills. According to Eureka Math, fourth grade mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. These skills are cover over the course of a school year. Eureka Math also has major emphasis clusters to ensure that fourth grade students grow to mastery in mathematics. These major emphasis clusters are as follows:

Chart from Eureka Math A Story of Units: A Curriculum Overview for Grades P-5

4 th grade Eureka Math Major Emphasis Clusters	
Operations and Algebraic Thinking	<ul style="list-style-type: none"> -Use the four operations with whole numbers to solve problems.
Number and Operations in Base Ten	<ul style="list-style-type: none"> -Generalize place value understanding for multi-digit whole numbers. -Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions	<ul style="list-style-type: none"> -Extend understanding of fraction equivalence and ordering. -Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. -Understand decimal notation for fractions, and compare decimal fractions.

Fourth grade students will complete seven modules of study throughout the school year that engage in mathematical principles and practice that align with the Tennessee Academic State Standards.

Social Studies

The State of Tennessee has the following view about the social studies curriculum:

Our current students are our future leaders, and as such they need to be able to understand the complexity of the world. Students should be aware of the changing cultural and physical environments of Tennessee, the United States, and the world; know and understand the past; read, write, and think deeply; and act in ways that promote the common good. Social Studies offers the critical knowledge necessary to create a framework for understanding the systems of society and becoming college, career, and civic ready.

The Tennessee Social Studies Standards lay out a vision of these vitally important disciplines and describe what all students should know and be able to do at the end of each grade/course level. The diverse committee of educators involved in the review and development of the social studies standards came together from across the state of Tennessee and focused on ensuring that the standards are:

- *Challenging, but age appropriate*
- *Attainable for teachers and students*
- *Clear and measurable*
- *Focused on key ideas with real world relevancy*
- *Able to connect to overarching themes that support social studies skills and thinking*
- *Comprehensive and have a clear progression from grade to grade*

~Taken from Social Studies Standards the State of Tennessee Department of Education website

The students at Arrow Academy of Excellence are currently utilizing Studies Weekly curriculum for our kindergarten through 3rd grade. We have chosen this social studies series for our upcoming 4th graders because of the alignment of skills to the Tennessee Academic State Standards. The use of this curriculum will allow us to address the bullet points above with our incoming fourth graders and current students. Studies Weekly is a standards-based curriculum that applies the Balanced Literacy approach. Studies Weekly uses a newsprint magazine and online learning format. There is a combination of printed weekly units and web-based primary source media that uses an audio reader. The academic units include word study, writing prompts, and reading passages that will allow our teachers to use the gradual release model of instruction. Arrow Academy currently uses the online format only. Each student has a personal username and password to complete social studies lessons. The addition of 4th grade will allow the purchase of the print material along with the online access. Online access only was the most cost- effective method at the time of purchase.

Although Social Studies is not a tested area in fourth grade at this time, we would like our students to be prepared in the event that this subject becomes a tested area. The use of Studies Weekly curriculum gives us the opportunity to do so.

Science

The State of Tennessee created science standards that are intended to guide the development and delivery of educational experiences that prepare all students for the challenges of the 21st century. The goal of elementary science instruction is to give background knowledge and age appropriate interaction with science as a platform to launch into deeper scientific thinking in grades 6-12. The state has the following declarations about science instruction:

- Develop an in-depth understanding of the major science disciplines through a series of coherent K- 12 learning experiences that afford frequent interactions with the natural and man-made worlds
- Recognize that certain broad concepts/big ideas foster a comprehensive and scientifically-based picture of the world and are important across all fields of science
- Identify and ask appropriate questions that can be answered through scientific investigations
- Use appropriate equipment and tools and apply safe laboratory habits and procedures
- Communicate and defend results through multiple modes of representation (e.g., oral, mathematical, pictorial, graphic, and textual models)
- Consider trade-offs among possible solutions when making decisions about issues for which there are competing alternatives
- Make pertinent connections among scientific concepts, associated mathematical principles, and skillful applications of reading, writing, listening, and speaking
- Explore scientific phenomena and build science knowledge and skills using their own linguistic and cultural experiences with appropriate assistance or accommodations;
- Design and conduct investigations independently or collaboratively to generate evidence needed to answer a variety of questions
- Think critically and logically to analyze and interpret data, draw conclusions, and develop explanations that are based on evidence and are free from bias
- Integrate science, mathematics, technology, and engineering design to solve problems and guide everyday decisions
- Locate, evaluate, and apply reliable sources of scientific and technological information

- Recognize that the principal activity of scientists is to explain the natural world and develop associated theories and laws
- Recognize that current scientific understanding is tentative and subject to change as experimental evidence accumulates and/or old evidence is reexamined
- Demonstrate an understanding of scientific principles and the ability to conduct investigations through student-directed experiments, authentic performances, lab reports, portfolios, laboratory demonstrations, real world projects, interviews, and high-stakes tests

The students at Arrow Academy of Excellence are currently utilizing the Houghton Mifflin Harcourt Science Fusion curriculum for our kindergarten through 3rd grade students. We have chosen this science series for our upcoming 4th graders because of the alignment of skills to the Tennessee Academic State Standards. It is expected by the Tennessee Department of Education that, within a school year, all fourth-grade students are able to master the following skills:

Students develop an understanding how plants, animals, and nonliving things in an ecosystem interact with each other. They analyze temporary and permanent changes caused by weather and living things on Earth's land and water, and they investigate how the placements of certain landforms create a predictable pattern. Students examine various types of energy transfer, including sound, light, heat, and electric currents, and model how energy transforms with added speed or in a collision. They create models to explain how waves travel and how waves of light become visible to humans.

~Taken from Science Standards document on the State of Tennessee Department of Education website

The use of the Science Fusion curriculum will address all of these areas. According to the Houghton Mifflin Harcourt website, *Science Fusion* offers two complete curricula supported by online resources for planning, instruction, and assessment. There are two different learning paths (one print, one digital) and distinct content approaches for each lesson. *Science Fusion* uses a blended learning approach by using write-in worktext, digital lessons, hands-on or virtual labs. This engages students in whole and small group settings. Arrow Academy currently uses

the printed textbook only. The addition of 4th grade will allow the purchase of the print material along with the online access.

E. Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals, and state standards.

Arrow Academy of Excellence understands that assessment is a key component to the learning process. The information gleaned from assessments gives us current information about the academic standing of our students. Our overall performance goal is that every student attains one year of academic growth. The educators at Arrow Academy create grade level goals at the beginning of each school year based on the data attained from formative and summative data from the previous school year as well as the use of current data. These goals are adjusted as needed throughout the school year. We are committed to meeting each student at their learning capabilities. Our students are assessed weekly through the curricula, benchmarked assessed through NWEA MAP, progress monitored though Easy CBM in the RTI process as needed every week or biweekly.

The current student body of Arrow Academy uses curriculum assessments in the core instruction areas on a weekly basis to determine mastery of skills. These assessments are from the provided curriculum as well as the teacher created assessments. The curricula we have chosen aligns with the Tennessee Academic State Standards. Our incoming fourth graders will use the same weekly core curriculum and teacher created assessments to determine the mastery of skills.

The charts list the grade four core curriculum assessment information for each subject area.

Journeys Reading Series	Assessment	Description
	Diagnostic Assessment	Identifies gaps in key skills to inform targeted instruction
	Standards-Based Weekly Tests	Provides quick checks of skills taught each week
	Benchmark and Unit Tests	Provides a check of skills taught at the end of a unit of study and a benchmark period
	Cold Reads	Provides an accurate fluency check
	Running Records	Provides ongoing documentation of reading fluency

~ Journeys Chart Information from Journeys 2017 National Overview Brochure

Eureka Math Series	Assessment	Description
	Mid Module Assessment & End of Module Assessment	This constructed response assessment illuminates the gradually increasing understandings that students develop <i>on their way to proficiency</i> . Student progress is scored 1 to 4. The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

~Eureka Math Chart Information from Eureka Math Module 1 Teacher's Edition

Science Fusion Science Series	Assessment	Description
	Formative and summative assessments in print and digital formats.	The Assessment Guide provides a complete directory to the program's assessment features, including Unit Reviews, Pre- and Post-tests, Alternative Assessments, Performance-Based Assessments, and Answer Keys.

~ Chart Information from <https://www.hmhco.com/programs/sciencefusion/overview>

Studies Weekly Social Studies Series	Assessment	Description
	Online Assessment Tool	Allows teachers to customize assessments based on instructed curriculum

~Chart Information from <https://store.studiesweekly.com/tennessee/social-studies.html>

The students at Arrow Academy participate in a benchmark assessment that is given three times within the school year. This assessment allows us to gain insight into what skills in English Language Arts and Mathematics are being mastered during certain points within the school year. This assessment data gives our administrative team and educators the necessary information to make instructional decisions for our student body. We utilize the NWEA MAP assessment tool as our benchmarking assessment. We have chosen to utilize NWEA MAP assessment because of its alignment to our chosen curriculum, the state of Tennessee Academic State Standards. This data allows us to make instructional decisions such as determining if students need to enter the Response to Intervention (RTI²) process or enrichment activities within the classroom or beyond. Our incoming fourth graders will also utilize NWEA MAP as their benchmarking tool in order create and maintain the continuity of data.

Our current second and third graders are assessed using TN Ready for summative purposes one time a year. The Tennessee Department of Education website gives this description of the TNReady assessment: *TNReady is a part of the Tennessee Comprehensive Assessment Program (TCAP) and is designed to assess true student understanding, not just basic memorization and test-taking skills. It is a way to assess what our students know and what we can do to help them succeed in the future.*

Students are tested in the areas of English Language Arts, Mathematics, and Science (third grade only- field test for Spring 2019). The italicized assessment information is take from the Tennessee Department of Education website (<https://www.tn.gov/education/assessment/testing-overview.html>).

The English Language subparts will assess the Tennessee Academic Standards through literary and informational texts requiring students to demonstrate the ability to read closely, analyze text, answer text-dependent questions, provide a written response to a prompt, and demonstrate command of the English language.

The Mathematics portion of the assessment *will assess the Tennessee Academic Standards requiring students to demonstrate a deep conceptual understanding of mathematics, number sense, fluency, problem solving and an understanding of the grade-level horizontal coherence embedded within the standards.* The science portion *will assess the current Tennessee Academic Standards requiring students to demonstrate a deep conceptual understanding of scientific concepts in Life Science, Earth and Space Science and Physical Science. Please note science will be a field test in the 2018-19 school year. There are no score reports available for individual students.*

Social Studies is not a currently tested area. The TNReady assessment assists with the generation of TVVASS scores for third grade. Second grade students are assessed to gain baseline data information about the mastery of skills and the instructional needs as they moved into the next grade. Third grade students are given the assessment to gain data information about the mastery of skills, growth made over the school year, and instructional needs as they move to the next grade. Our incoming fourth grade students will be assessed using TNReady to create continuity of data.

We are aware that students at Arrow Academy may need additional academic support in addition to the core instruction. Students who need this type of instructional attention engage in the Response to Intervention process or RTI². Arrow Academy uses Easy CBM as our response to intervention assessment tool. Our incoming fourth grade students will utilize the same assessment tool to endure continuity of instruction and data.

Students involved in the RTI² process are assessed and/or progress monitored on a weekly and biweekly basis based on their academic needs. Easy CBM benchmark assessment is given to students who score below the 25th percentile to determine the skill of deficit. The skill that has the largest deficit is the one that is addressed during the RTI² instructional period. Students are entered into tiered instructional levels and daily intervention is provided as needed. Students are progress monitored weekly or biweekly using Easy CBM progress monitoring probes. These

probes are aligned with the Tennessee Academic State Standards. This also aligns with the classroom curriculum taught weekly.

F. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.

Arrow Academy will measure and evaluate the academic progress of individual students by the following:

Measure	Frequency
NWEA MAP	3x/year
Progress monitoring	Weekly/bi-weekly as needed
Progress reports <ul style="list-style-type: none">• General education students• Students with Disabilities (SWD)• Progress monitoring data reports	Every 4.5 weeks
Report cards	Every 9 weeks
Formative assessments	Daily, weekly, monthly
Summative assessment <ul style="list-style-type: none">• TNReady (all students)• WIDA (ELL)• Individualized Education Plan (SWD)	Annually

This will be done throughout the school year and throughout the term of the charter agreement.

Our incoming fourth grade students will be measured and evaluated throughout the school year and throughout the term of the charter agreement to create continuity of data.

G. Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community. Identify the person/persons or positions that will be responsible for the collection and analysis of assessment data.

Arrow Academy of Excellence works together collectively to create a quality educational experience for all of our students. One of the ways to ensure this occurs is by focusing on the collection and analysis of student academic data. We use multiple assessment tools to collect and analyze our data. An assessment tool we use to collect and analyze data is the TNReady state assessment. Our second and third grade students are assessed through TNReady each school year. The data results are released on a limited basis during the summer break. When the data is released, the administrative team reviews and disaggregates the data. The team looks for data trends, student academic gains and losses, teacher instructional strengths and areas of growth. This information also allows the administrative team to make staffing decisions before the upcoming school year. Once the data is fully released, the score results are prepared to share with faculty, board members, and parents. The administrative team meets with classroom teachers to review the data from the TN Ready assessment. There is a discussion held during the in-service training week about academic trends, gains, losses, and instructional plans for the upcoming academic school year. The principal reviews the TNReady data with the governing board during the monthly board meeting. Score results are prepared and released from the Tennessee Department of Education to the school. Third grade parents receive a score report with instructions from the school district. Third grade students receive a score report because the TNReady assessment is a benchmark assessment and generates TVVASS data tracking. Our second grade students have scores added to their cumulative records. The second grade TNReady assessment is baseline assessment. Second grade score information is shared with parents by request. Our incoming fourth graders will be assessed through TNReady to create continuity of data. Fourth grade students will receive TNReady score reports to be shared with parents.

Another assessment tool we use is the NWEA MAP assessment. We use this assessment as our benchmark assessment. Our classroom teachers along with our teacher assistants administer

this computer-based assessment. Students in grades kindergarten through third grade take the NWEA MAP assessment three times within the school year-fall, winter, and spring. The assessment determines the knowledge of skills in English Language Arts and Mathematics. The fall benchmark assessment is used as our universal screener. It establishes what skills our students have mastered as well as which skills need to be addressed in classroom instruction. The winter benchmark gives us mid-year information. This data gives us information on which students are making adequate and advanced progress. Classroom teachers receive information about what skills were mastered and skills that need to be addressed. The winter benchmark also shares information about students who are showing signs of academic difficulty and if intervention(s) need to be adjusted. The spring benchmark data shows us the amount of academic growth the students have made over a school year. Our incoming fourth grade students will be benchmarked using the NWEA MAP assessment to create continuity of data.

Once all students have completed the NWEA MAP assessment, the administrative team, the principal and the curriculum coordinator, reviews the data. The curriculum coordinator disaggregates the data for each classroom. The disaggregation reveals academic gains and losses, student academic progression, and instructional trends demonstrated by teachers. Once the disaggregation is completed, the administrative team reviews the findings with each classroom teacher. Each classroom teacher is required to complete a disaggregation of their students' data. Teachers complete an open-ended response information sheet about their data findings. The administrative team meets with each teacher individually to discuss and compare data information. There is a collective conversation about instructional practices, student gains and losses, and next steps in academic instruction. Each teacher creates and shares a list of students that have scored below the 25th percentile in Reading and/or Mathematics to be screened using the EasyCBM assessment.

Once the benchmark data meetings are complete, classroom teachers are responsible for completing EasyCBM assessments for students who scored below the 25th percentile. According to The Shelby County Schools District Implementation Guide for RTI², the EasyCBM assessment is used to *“determine the weakest prerequisite skill that has not been mastered. Note: The*

weakest prerequisite skill may not have the lowest percentile, but it must be mastered before acquiring more complex skills. An RTI² data meeting is held with the teachers and the administrative team to discuss the results of the EasyCBM assessment. Students who score between the 25th and 50th percentile on a specific skill are considered to be below grade level. The team determines which skill is to be addressed during the intervention period.

Once the skill of deficit is determined, students are entered into instructional tiers. Parents are notified of their child's progress and their entry into the RTI² process. The classroom teacher provides intervention instruction on a weekly basis. The intervention instruction is given on a daily schedule. Students have face to face instruction time with the classroom teacher and computer time on the opposing days. Arrow Academy uses IXL as the computer-based intervention program. Classroom teachers check the progress of the computer-based intervention each week to ensure they are receiving the necessary practice to address the skill of deficit. Students are given weekly or biweekly progress monitoring probes by the classroom teacher to determine if the intervention instruction is working. Progress monitoring probe scores are entered in the EasyCBM database. This database graphs the progress of the student in the deficit area. The administrative team and classroom teacher meet approximately every four weeks to review the progress of the students in the RTI² process. These data meetings determine if students need to be moved within the tiers or if intervention instruction should be continued. Parents are notified of changes in the intervention process approximately every four weeks. Our incoming fourth graders will participate in the RTI² process as needed to create and maintain continuity of data and instruction.

H. Explain how school will evaluate data to inform instruction and evaluate academic progress for at-risk students, students with disabilities, and English Language Learners.

It is our responsibility to provide a quality education and address the needs of individual students. All students will take the NWEA MAP three times a year. MAP assessments are used to measure a student's growth in Mathematics and Reading. The Fall assessment gathers baseline. The Winter assessment measures progress. The Spring assessment measures the students' growth to that point.

NWEA MAP assessment are based on a continuum of skills in mathematics and reading from low skill levels to high skill levels. Based on the individual student assessment results, teachers will identify the instructional level of the student and also determine where each student is performing. The NWEA MAP reports allow teachers to better target instruction based on students' strengths and needs. Arrow Academy will use MAP data to monitor students' progress and screen students for interventions and enrichment. The NWEA MAP reports will also provide teachers with additional knowledge of where a student's strengths are and if additional support is needed in any specific area. Teachers will use this information to help guide instruction in the classroom and create flexible groupings to better differentiate lessons based on content.

Students that are identified as "at-risk" in reading and math from the NWEA MAP screening will be assessed using EasyCBM. EasyCBM will identify the area of intervention that a student needs in the area of literacy and math instruction. This data will be analyzed for tiered interventions. Students will be progress monitored each week to determine if the intervention is effective.

Students who receive additional support (Tiers II and III) in reading and math will receive a combination of small group instruction, computer-based intervention, and one-on-one instruction, if needed.

Students with disabilities (SWD) receive direct instruction from the special education teacher based on the areas of deficits written in the Individual Education Plan (IEP). All modifications and accommodations are provided to support student achievement. Students with disabilities will take all NWEA MAP assessments, regular classroom assessments, and summative assessments to inform and support instructional decisions. Students also participate in tiered interventions and progress monitored to determine the intervention's effectiveness. Students with Disabilities will also receive regular progress reports that reflect achievement of IEP goals. This information helps inform the implementation of the IEP. Students with Disabilities are reevaluated every three years to determine if they still meet the criteria as a child with a disability as determined by the state of Tennessee.

English Language Learners (ELLs) will take all NWEA MAP assessments, regular classroom assessments, and summative assessments to inform and support instructional decisions. Students will also participate in tiered interventions and progress monitored to determine the effectiveness of the intervention. English Language Learners will take the ACCESS Assessment by WIDA that provides scores in the area of Listening, Speaking, Reading, and Writing. This data will be evaluated and used to develop an Individual Learning Plan (ILP) that addresses instructional planning and goals. Students who score between 1-3.4 will receive one hour a day of direct ESL instruction.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

Teachers and teacher assistants are scheduled to participate in five professional development days: three days prior to the first week of school in the first semester and two days prior to returning to school after the winter break in January. Student data (individual, class, school), core content implementation, RTI², and instructional strategies are the main drivers of the professional development focus. Outside of these planned days, teachers participate in Professional Learning Communities (PLCs) where their knowledge base is expanded through

book studies, reading articles on educational concepts, and exploration of new knowledge and practices.

Teachers are required to obtain nine hours a semester in professional development outside of the mandatory 5 days of planned professional development. Teachers develop a personal professional development plan to either refine or reinforce skills knowledge and/or skills based on feedback from observations by administrators and their reflection on their own teaching practices. Teachers will also attend professional development during the summer and throughout the year. These sessions may be by choice or mandatory if related to their teaching assignment (core content, special education). For example, teachers may choose to attend an educational conference to address academic or behavior content or they may be required to attend a training on implementing academic standards.

Administrators attend professional development throughout the school year. Many of these trainings are centered around content that has a direct impact on analyzing, interpreting, and using student performance data. Administrators use feedback from their observer and reflection form to determine areas of refinement and reinforcement. Administrators must obtain 14 hours of TASL yearly to ensure that feedback and support to teachers continue to improve overall student outcomes.

Teachers and administrators participate in webinars hosted by MAP NWEA to help understand and interpret MAP data. Teachers receive yearly training updates on the use of computer-based intervention programs. Teachers have participated in training from the RTI² team at Shelby County Schools to understand the decision rules for tiered interventions using the District Implementation Guide RTI² (DIG) document. Teachers received guidance on identifying students and using the data to make instructional decisions. Teachers and staff also have the benefit of learning how to analyze, interpret, and use performance data with the assistance of an educational consultant. The consultant provides professional development, classroom observations, and RTI² support. Administrators and staff attend state and local conferences that have sessions that discuss the impact of data driven instructional decisions. These practices and continued review of data helps to ensure a low level of subjectivity when it comes to analyzing,

interpreting and using performance data. Shelby County Schools and the Tennessee Department of Education also support professional development in interpreting, analyzing and using student performance data.

Each year administrators, teachers, parents, and community leaders meet together to analyze, interpret and use performance data to develop the school-wide Title I Plan. The plan uses student data to plan for professional development for administrators, teachers, and parents.

J. Complete the enrollment summary for the proposed new grade level for each year remaining in the charter.

School Year	Number of Students
2019-20	100
2020-21	120
2021-22	120
2022-23	120

K. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day including start and dismissal times. Explain why this schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade.

Tier I Instruction

Tier I instruction addresses all students' strengths and instructional needs and prevent difficulties from developing. It focuses on developing both skills-based and knowledge-based competencies and align with grade-level standards for ELA, mathematics, and the content areas. Effective instruction includes contextual problems paired with authentic and complex texts that support critical thinking, problem solving, and knowledge building. Tier I instruction is differentiated and responsive to students' growth. Educators proactively identify student needs

through multiple sources of data and use this information to plan for differentiation.

Differentiation is the primary response to supporting students during Tier I instruction.

Tier I K-12 ELA Instruction Overview

Tier I Timeframe Guidance

Tier I	Time Recommendation
K-2 ELA	150 minutes
3-5 ELA	120-150 minutes

Tier I English language arts (ELA) instruction is aligned to the Tennessee Academic Standards and rooted in the following three instructional shifts:

- Regular practices with complex texts and their academic language
- Reading, writing and speaking grounded in evidence from texts, both literary and informational
- Building knowledge through content rich nonfiction

Tier I ELA curricula does include all the strands of the Tennessee Academic Standards:

- Foundational Literacy (K-4)
- Reading: Literature ((K-4)
- Reading: Informational Text (K-4)
- Speaking and Listening (K-4)
- Writing (K-4)

ELA instruction is student-focused and text-based during Tier I instruction. The use of questioning, thinking, and discussion is driven by students' responses and interests, as well as the demands of the content and text. The following is supported with Tier I instruction to make sure students are developing necessary skills to be able to comprehend, build stamina, to listen to, read and write texts that appropriately increase with complexity and length over their time in school.

K-5 ELA Instruction

The goal of K-5 ELA instruction is to support all students in developing both skills-based literacy competencies and knowledge-based literacy competencies. Both of these competencies are vitally important, and neither serves as a foundation for the other. Students learn to read while reading to learn.

Skills-Based Competencies	Knowledge-Based Competencies
<ul style="list-style-type: none">• The procedural components necessary for accurate reading• Including print concepts• Word recognition• Fluency	<ul style="list-style-type: none">• Comprehension• Making meaning

K-5 Balanced and Scaffold Approach to Tier I Instruction

An effective K-5 ELA block takes a balanced, scaffolded and integrated approach, providing students with opportunities to engage with texts in a range of ways. Through this approach students are given opportunities to:

- observe teacher-led models and demonstrations;
- participate in shared reading and writing experiences where both teachers and students take ownership for thinking; and
- direct their own application of learning through independent practice.

This gradual release of responsibility supports students in working with texts at a range of levels, including above-grade-level texts, on-grade level texts, leveled texts, and texts for independent reading.

A **balanced approach** integrating speaking, listening, reading, and writing gives students the chance to learn and apply various standards, skills, and strategies.

Different modes of reading are integrated into the Tier I block including.....

- **interactive read aloud**
- **shared reading**
- **guided reading**
- **independent reading**

Strategic Instructional Grouping

Tier ELA instruction includes time in both whole group and small group settings. Educators make decisions about instructional groupings strategically based on the goals of the lesson and the strengths and needs of students.

Whole Group Whole group instruction is important to ensure students observe teacher models and apply content and strategies.	Small Group Small group instruction is important for meeting the needs of individual students and student groups.
<ul style="list-style-type: none">• Interactive read alouds• Shared reading• Teacher-modeled mini-lessons• Word study• Student discussion	<ul style="list-style-type: none">• Rereading familiar texts• Guided reading of new texts• Literature circles• Extra text-based skills• Strategy work
Small Group Guidance for Tier I	
Small groups allow educators to	<ul style="list-style-type: none">• teach, review or extend target objectives and provide students with additional opportunities for practice
Small group lessons may include....	<ul style="list-style-type: none">• rereading familiar texts, guided reading of new texts, literature circles, or extra text-based sill or strategy work• student conferencing may happen during this time.
Small group meeting timeframes.....	<ul style="list-style-type: none">• all students meet with teacher in small group setting a minimum of every other day• recommended timeframe for struggling students is every day• small groups contain no more than six students

Timeframe Guidance

Tier I	Time Recommendation
K-2 ELA	150 minutes
K-5 ELA	120-150 minutes daily

90 minutes of Tier I instruction recommendations	<ul style="list-style-type: none">• is uninterrupted, allowing adequate time for teacher modeling and student practice and integration of speaking, listening, reading, and writing• entire ELA block is taught by the same teacher in order to support continuity between whole and small group instruction as well as the integration of ELA strands• integration of science and social studies content within the• approximately 60 minutes of small group instruction where teacher meets with 3-4 small groups daily for 15-20 minutes each (Guided Reading)
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Tier I K-4 Math Instruction Overview

Tier I Timeframe Guidance

Tier I	Time Recommendation
K-1 Math	60 minutes daily
2 Math	75 minutes daily
3-5 Math	90 minutes daily

Tier I mathematics instruction is aligned to the Tennessee Academic Standards and provides for equal intensity at each grade level on the following opportunities while moving along a mathematical continuum to prepare them for college and career expectations:

- to develop conceptual understanding
- develop and solidify procedural fluency
- participate in meaningful problem-solving application investigations

Additional attention is paid to literacy skills such as

- using multiple reading strategies
- understanding and using appropriate mathematical academic vocabulary
- discussing and articulating mathematical ideas
- effectively and efficiently writing mathematical arguments

Tier I mathematics instruction in all grades incorporates the eight mathematical practices.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure

Students are exposed to many connections that naturally exist within the structure of mathematics to make necessary connections to build conceptual understanding within a grade level and year to year. It is important that many mathematical concepts be reinforced, practiced and referenced in subjects outside of math class. Science courses, as well as career and technical education courses are ideal places for students to make practical uses of math in real-life application while providing a connection between mathematics and potential career interests.

K-2 Math Instruction

The focus for K-2 mathematics instruction lies in four critical areas:

- developing and extending an understanding of the base-ten number system
- building fluency with addition and subtraction

- developing an understanding of measurement that allows students to use standard units of measurement, and describing and analyzing attributes of shapes

Timeline Guidance K-2

Tier I	Kindergarten	First Grade	Second Grade
Mathematics	Uninterrupted 60 minutes daily	Uninterrupted 60 minutes daily	Uninterrupted 75 minutes daily

During Tier I instruction for K-2 grade bands, the teacher helps students with the following

- develop mathematical vocabulary
- understand different representations of mathematical concepts
- develop understanding of multiple problem-solving strategies

Whole Group Students productively engage in whole class discussion facilitated by the teacher. Students can....	Small Group Students participate in small groups of 3-5 students discussing and sharing ideas on a regular basis. Students can...
<ul style="list-style-type: none"> • share ideas • demonstrate their reasoning to the class • learn how to present their ideas • listen and learn respectfully from others 	<ul style="list-style-type: none"> • explore mathematical ideas together • listen to other's ideas as they begin developing and sharing their reasoning • take part in stations set up for students to work individually or together on specific skills based on formative assessment results <p>It is recommended that the teacher have individual daily contact with as many students as possible either through explicit one-to-one instruction or as part of a group.</p>

3-5 Tier I Math Instruction

The focus of 3-5 mathematics instruction falls in four critical areas:

- building fluency with multiplication and division
- developing an understanding of and computing with fractional numbers
- developing a basic understanding of two-and-three-dimensional geometry
- developing fluency with decimal operations

Timeframe Guidance 3-5

Tier I	Third Grade	4th Grade
Mathematics	Uninterrupted 90 minutes daily	Uninterrupted 90 minutes daily

During Tier I instruction for the 3-5 grade band, the teacher helps students develop the following:

- develop mathematical vocabulary
- build procedural fluency
- develop and understanding of multiple problem-solving strategies

Teachers use a balance in types of instruction used in a classroom (task based, direct, group work, individual think time, etc.). Each learning goal is evaluated for which type of instruction best suites the desired outcome.

Whole Group Students productively engage in whole class discussion facilitated by the teacher. Students can....	Small Group Students participate in small groups of 3-5 students discussing and sharing ideas on a regular basis. Students can...
<ul style="list-style-type: none">• share ideas• demonstrate their reasoning to the class• learn how to present their ideas• listen and learn respectfully from others	<ul style="list-style-type: none">• explore mathematical ideas together• listen to other's ideas as they begin developing and sharing their reasoning• take part in stations set up for students to work individually or together on specific skills based on formative assessment results <p>The teacher will have individual daily contact with as many students as possible either through explicit one-to-one instruction or as part of a group.</p>

Tier I K-4 Science, Social Studies, Instruction Overview

Tier I Timeframe Guidance

Tier I	K	1-2	Grades 3- 4
Science	Concepts embedded within reading block.	30 minutes on an alternating cycle.	60 minutes on an alternating cycle.
Social Studies	Concepts embedded within reading block.	30 minutes on an alternating cycle.	60 minutes on an alternating cycle.

Core instruction in the area of K-5 science, social studies education consist of 60 minutes on an alternating. Teachers capture the curiosity of children through relevant scientific content; focus on providing background knowledge and age-appropriate interaction with science as a platform to launch into deeper scientific thinking that includes:

- study of complex texts or other appropriate grade-level material,
- direct instruction
- modeling
- group work
- and individual practice

Students receive the following:	The teacher demonstrates the following:
• regular, systematic direct instruction from the teacher	<ul style="list-style-type: none">• problem-solving strategies• provide models for different representations of concepts• develop students' subject-specific vocabulary

K-4 RTI²

Interventionists	
The intervention classes are based on matching educator effectiveness with student's needs. Licensed educator are used in Tier II and Tier III intervention classes. If a paraprofessional provides intervention in Tier II or Tier III intervention classes, they will be directly supervised by a licensed educator.	
Scheduling	
Intervention occurs daily and during the school day. <ul style="list-style-type: none">• Tier II 30 - 45 minutes daily.• Tier III 45 minutes daily. The team may also choose to provide intervention five days/week in the area of greatest need or provide intervention five days/week in both areas of deficit. Student data will guide this decision.	
Tier II Configuration	If students need interventions in more than one area (ELA and Mathematics), then the five days of interventions a week can be split in a two-day/three-day manner based on the area of greater need. For example, if a student needs intervention in ELA and Mathematics but has more of a deficit in math, he/she receives three days of Mathematics interventions and two days of ELA interventions each week. The decision to provide a two-day/three-day split in an RTI ² team decision and may be appropriate for some students who need reading and math intervention. If the team chooses to do a split intervention, the team will watch the student's progress closely and make intervention adjustments if the student is not progressing in this model. The team may also choose to provide intervention five days/week in the area of greatest need or provide intervention five days/week in both areas of deficit. Student data will guide this decision.

**See Appendix A for Instructional Schedule for length of the school day and allocated minutes for core curriculum, tiered interventions, and exploratory classes.*

L. Summarize the number of hours/minutes and days allocated for tiered interventions, enrichment, tutoring, and other academic activities (see Appendix A).

- Students eat breakfast from 7:30 to 7:55.
- School day is 7.0 hours

Interventions

- K-4 Tier II intervention for reading and math is daily for 30 minutes. Ratio 1:5
- K-4 Tier III intervention for reading and math is daily for 45 minutes. Ratio 1:3

Enrichment/Tutoring

- K-2 30 minutes daily during Fast/Gain period and during wrap-up if necessary
- 3-4 30 minutes daily during morning/transition period and during wrap-up if necessary

Other academic activities

- During daily exploratory period
- Embedded within the daily curriculum